

Do you want to?

Teacher's Guide



Videos about sexuality, communication and boundaries

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Introduction

“Do you want to?” is teaching material produced by RFSU from Sweden to prevent harassment, abuse and sexual violence, and to promote mutual consent. Through a number of short videos and follow-up discussion questions, we want to start conversations about sexuality, communication and boundaries. The material has been translated and subtitled. The lessons are made for the upper years of secondary education.

How can you be sure that the other person really wants sex? And how do you know what you want? In bed, in front of a webcam, at a party or on a long-awaited date - situations occur and are sometimes a little different than those involved initially thought. The goal of Do you want to? is to give young people tools to better deal with these situations.

There are 3 lessons. In the first two lessons, two videos are covered and in the last lesson one video. Each video is about two to three minutes long. After each video, there is a group discussion based on a number of discussion questions. A lesson lasts 45 minutes.

Alternative: Some teachers choose to show and discuss one video per lesson. In that case, there are 5 lessons.

Lesson 1: Sexuality and communication

This lesson covers the following topics:

- How do you show what you want?
- How do you see that in others?
- Communication
- How do other young people view the definition of 'sex'?
- Dealing with rejection

Lesson 2: Peer pressure and active bystanders

This lesson covers the following topics:

- Double standard around sexuality
- Pressure to do things against your will.
- How can you respond to transgressive behavior as a bystander, for example?

Lesson 3: Taking initiative

This lesson covers the following topics:

- Recognizing yes and no signals
- Dealing with rejection

Tips before the lessons

Tips for creating a safe atmosphere

Before you start the lessons, go through the 10 golden rules:

1. Listen to each other.
2. Accept each other's opinions.
3. Don't judge the other person, even if you don't agree or find it strange.
4. Don't laugh at each other.
5. Don't use rude words. It is a serious subject.
6. Don't mention names when telling a story.
7. Everything that is discussed within the classroom remains within the classroom.
8. You decide what you do or don't want to say.
9. No question is strange.
10. If necessary, come up with a rule yourself.

Tips for the group discussion

- If the group can easily have a well-flowing conversation, ask the questions directly to the group.
- If the group is large or quiet, or if some people tend to dominate, it may be better to have participants discuss in smaller groups.
- You can also use post-its on which participants can write down their answers alone or in small groups.
- Keep in mind that the participants may interpret and perceive the videos differently, sometimes because they are reminded of their own experiences. Therefore, always indicate where students can go with questions or concerns, even outside the lesson.



Lesson 1: Sexuality and communication

This lesson covers the following topics:

- How do you show what you want?
- How do you see that in others?
- Communication
- How do other young people view the definition of 'sex'?
- Dealing with rejection

Introduction (5 min)

In this lesson we are going to talk about sexuality. We are going to watch two videos. A video in which young people talk about what sex actually is. In the other video, we see a couple in love sitting on the couch, trying to show the other what they want. The videos are originally from Sweden and are subtitled. After each video, we discuss what we have seen and there are a few discussion questions.

Part 1: What is sex?

This video is based on talking about what sex is and the fact that it can be many different things. The participants will have the opportunity to talk about expectations of when you will have sex, what mutual consent means and what sex can be. They also discuss that some people first have sex when they are younger and others when they are older, and that some people do not have sex at all. Preferably, emphasize the fact that we may have several "firsts" – for example, the first time we kiss, have oral sex, or have penetration sex.

Tip: The most important thing here is to create an open atmosphere. Many students really enjoy saying words about sex in class, while their adult teacher thanks them and writes the words on the board. There are also students who find it less pleasant and they do not have to be forced to participate.

Optional: Word Cloud (10 min)

Create a word cloud together. Put the word 'sex' in the middle and place words such as fingering, masturbating and making love around it. If you start in this way, the students are more likely to choose words that have to do with sex than words that have to do with identity and the body. Have students name words that have to do with sex.

-  1. Watch the video '[What is sex](#)' (duration: 1.40 min)
- 2. Discussion (10 minutes)

Discuss together what you have seen. Feel free to use the discussion questions below.

Discussion questions

- What do you think after watching the video?
- What is sex? One person in the video talks about "fingering"; Is that sex? Is masturbation sex? Is kissing sex?
- Can you think of more/different ways to have sex?
- What does it mean to have sex for the first time? Is it possible to have sex for the first time several times?
- One person in the video says "you think it's going so well for everyone else" – why do they say that? What do you think about that? Why do you think some people think that?
- Are there any expectations that you should have sex at a certain age? Or is there an expectation that you shouldn't have sex?
- What does communication mean in sex? What does it look like?
- Can it be difficult to show what you want? Why or why not?
- How can you show someone else what you want?

Part 2: Does she get it?

In the video we meet two people who both have expectations for the evening. They both seem to want to have sex with each other. Why do they find it so difficult to put that into words, even though they both seem to want to? It's going to be okay, they finally gather the courage to go for it. What gives them that courage?

-  1. First, watch the video '[Does she get it?](#)' (duration: 2:18 min)
- 2. Discussion (15 minutes)

Discuss together what you have seen. Feel free to use the discussion questions below.

Discussion questions

- What do you think after watching the video?

The boy thinks, "She must have already had sex with others who know exactly what they're doing."

- How does he think other men are, or should be?
- Why is that?
- Do people have different expectations of men and women when it comes to taking initiative and showing your partner what you want sexually?

The girl thinks at some point, "Is something wrong?"

- Why do you think she thinks that way?

She takes the initiative early on by kissing him on the neck

- Where does her initiative lead, and why do you think that is the case?
- Are there ways that could have helped make it go more smoothly?

Optional: Practice saying "no" (10 min)

'Does she get it' is about recognizing signals and taking initiative. In the video, both people think it's good and fun what is going to happen. Of course, it is also possible that someone rejects someone else's initiative. How do you do that in a loving way?

Have students stand opposite each other in pairs. Have one student ask a question, for example, "Do you want to go to the movies with me?" or "Can I give you a hug?" Let the other person reject the proposal. Then switch. Discuss with the students how it felt to reject someone and to receive the rejection.



Closing of the lesson (5 min)

Today we have seen two videos. In the first video we saw that sex can mean many different things. Some only think of sexual intercourse between a man and a woman. But sex is so much more than that, and we hope to have shown that in this lesson.

In the second video, we saw the couple who found it difficult to show exactly what they wanted. Communication and coordination are important, also during sex. This can be done with words, but also non-verbally. This way you make sure that you both have fun.

Lesson 2: Peer pressure and active bystanders

This lesson covers the following topics:

- Double standard around sexuality.
- Pressure to do things against your will.
- How can you respond to transgressive behavior as a bystander, for example?

Introduction (5 min)

In this lesson we are going to talk about peer pressure and communication. We are going to watch two videos. A video in which a boy is video calling two girls and he gets into a difficult situation. In the other video, we see a situation in which a boy at a party doubts whether or not he, as a bystander, should intervene in a transgressive situation. The videos are originally from Sweden and are subtitled. After each video, we discuss what we have seen and there are a few discussion questions.

Part 1: Gorilla

This video gives an example of what sexual harassment can look like and the opportunity to talk about it. An important premise of 'Gorilla' is the reversal of the balance of power: what would the situation have been like if it had been a girl and two boys? Based on the video, the group can also discuss whether wishes and boundaries in online situations differ from offline situations.



1. First watch the video '[Gorilla](#)' (duration: 2:04 min)
2. Discussion (15 minutes)

Discuss together what you have seen. Feel free to use the discussion questions below.

Discussion questions

- What do you think after watching the video?
- Why do you think the girls behaved the way they did?
- Why do you think the boy agrees to take off his shirt?
- Would the situation have been different if it had been two boys who put pressure on a girl? Is there a difference?
- Do you think the boy will talk to anyone about what happened? Why or why not?
- Can you call what happens in the video sexual harassment?
- Do different rules/laws apply online than in real life? (No, they don't!)

- How do you think the boy feels at the end of the video? How do the girls feel?
- What do you think happens at school the next day?

Part 2: Just do it!

If someone thinks that sexually transgressive behavior may be taking place, what can they do to intervene? The students get the chance to discuss how you can be an active bystander and what you can do specifically, but also how it feels and why it is sometimes experienced as difficult to intervene. By discussing what you can do, you are more likely to intervene if something actually happens.

In the video, we don't hear the names of the characters. The boy with the bottle in his hand is Mustafa. His friend's name is Alex. In this video, we find ourselves at a house party. A boy has gone to the hallway because he has seen something that is bothering him, and his friend finds him there.

What to do?



1. First watch the video '[Just do it!](#)' (duration: 1:53 min)
2. Discussion (15 minutes)

Discuss together what you have seen. Feel free to use the discussion questions below.

Discussion questions

- What do you think/feel after watching the video?
- Why does Mustafa react?
- Why does he have a "bad feeling in his stomach"?
- Why isn't Alex sure at first if they should intervene?
- What makes the boys decide to do something?
- What can Mustafa and Alex do to intervene? (Example: Ask the girl if she's okay; ask Filip what he's doing; find the girl's friends; find other allies; find an adult; "accidentally" interrupt or more/other ideas?)

Sometimes intervention can be difficult. You may be afraid of how the person(s) around you will react, and sometimes you know both the perpetrator and the victim. Discuss why it can be difficult, but emphasize the importance of finding strategies to do something and not normalize sexual violence.

- Alex says, “It’s Philip! The boy who bakes muffins and writes romantic songs” - what does he mean by that? Who and how do we think perpetrators are?
- In what ways does it feel like a challenge to speak up and intervene when someone you know does something that is not okay?
- Why is it still important to intervene when you see something happening that doesn’t feel right?

Closing of the lesson (5 min)

Today we have seen two videos. In the first video, we saw a boy behind a laptop who felt forced into a situation in which he did not feel comfortable. That can happen to anyone. You can always talk about this with someone you trust if you want. After the second video, we talked about how you can intervene in a situation that doesn’t feel right.

Tips:

- Think before you act: You’ll find it easier to act at that moment if you’ve thought about the issue beforehand.
- Sometimes it is easier to help the victim than to focus on the perpetrator.
- Connect with others.
- Look around you – is there anyone else around who sees what you see? Get in touch with them and help each other.
- Have the courage to act first.
- It’s never too late: Don’t forget that you can be the one to offer help afterwards. Get in touch, offer support, and offer to act as a witness.



Lesson 3: Taking initiative

This lesson covers the following topics:

- Recognizing yes and no signals.
- Dealing with rejection

Introduction (5 min)

In this lesson we will talk about recognizing yes and no signals. Sometimes you don't both want the same thing, but by paying close attention to each other's signals, you can better tune in and determine together what is good for both of you.

Tip: In this video you can see two boys kissing. For some young people, this can be confronting. In this lesson, there is no focus on the sexual orientation of the boys. It can be nice if lessons on sexual diversity have already been given prior to these lessons.

Part 1: Basketball guys

In Basketball Guys, we emphasize communication and interaction during sex. The video shows how it can go when two people want different things, but are able to feel and read each other's signals. The participants will have the opportunity to discuss how you can understand what someone does or does not want in a sexual situation and how you can show what you do or do not want.



1. First watch the video '[Basketball guys](#)' (duration: 2.22 min)
2. Discussion (15 minutes)

Discuss together what you have seen. Feel free to use the discussion questions below.

Discussion questions

- What do you think after watching the video?
- One of the boys notices that the other does not want to kiss. How does he notice that?
- In the video, one of the boys says: "Maybe you don't really feel like it?" Can you think of more things you can say or do if you notice that the other person doesn't feel like it?
- At the end of the video, the boys start kissing again. What do they do to show that they want to do that?
- What can you do if you are not sure what someone wants?

Part 2: Making a list of yes or no signals (10 min)

Make a list on the board (or each for themselves) with a column for both Yes and No signals. Ask the question: *"Can you think of any other/more ways someone can show that they want to kiss or have sex?"*

Make a list on the board (or each for themselves) with a column for both Yes and No signals. Write down the suggestions you receive under the relevant column).

Emphasize that a lack of Yes signals is always a No signal. And that if you are not sure or if you are not getting clear yes signals, it is important to stop and ask. Mutual consent and communication should be present all the time: before, during, and after sex.

Examples of yes signals: Meeting someone's gaze, being relaxed, actively touching the other person.

Examples of no signals: Turning away, being rigid and passive, not touching the other person.

Discussion (5 min)

- How did you think the boy in the video dealt with rejection?

Closing of the lesson (5 min)

Today we saw a video that was about yes and no signals. It is important to check the signals, even if it is sometimes difficult, and you are responsible for always doing so. Sometimes you may be rejected. That can be difficult. The person who is rejected may need to reflect on his or her own feelings and take responsibility for his or her reaction. Taking responsibility for your own feelings means that you don't take out your disappointment on the other person. Remember, even with sex you always have the right to change your mind!

Ask the students what they thought of the lesson(s) and what message they take home.